



Settlements: Why do people choose to live where they do? Terms 1 and 2 2023 - 2024

	Nightingales Years Three and Four	Kestrels Years Five and Six	Falcons Years Three, Four, Five and Six
Art	<p>Design and architects</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Design and architects</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Design and architects</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history
Computing	<p>Online safety</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Animation</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<p>Online safety</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Film making</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<p>Online safety</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Animation/ film making</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration



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	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Design and Technology	<p>Electricity and control</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make.</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits 	<p>Electricity and control</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make.</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits 	<p>Electricity and control</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make.</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits



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	<p>incorporating switches, bulbs, buzzers and motors]</p> <ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 	<p>incorporating switches, bulbs, buzzers and motors]</p> <ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 	<p>incorporating switches, bulbs, buzzers and motors]</p> <ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products.
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p>



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	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
History	Geography focus		
Modern foreign language French	<p>Listen:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language <p>Spoken:</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases describe people, places, things and actions orally* and in writing <p>Read:</p> <ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing <p>Written:</p>	<p>Listen:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language <p>Spoken:</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases describe people, places, things and actions orally and in writing speak in sentences, using familiar vocabulary, phrases and basic language structures (5/6) present ideas and information orally to a range of audiences(5/6) 	<p>Listen:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language <p>Spoken:</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases describe people, places, things and actions orally and in writing speak in sentences, using familiar vocabulary, phrases and basic language structures (5/6) present ideas and information orally to a range of audiences(5/6)



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	<ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally* and in writing <p>Coverage: (Year Four content) T1: Colours, parts of the body, French translation Term 2: zoo animals, Christmas</p>	<p>Read:</p> <ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing <p>Written:</p> <ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally and in writing (5/6 Writing) • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. (5/6) • write phrases from memory, and adapt these to create new sentences, to express ideas clearly (5/6) <p>Coverage: (Year Six Content) T1: en classe, school uniform T2: family, occupations, christmas</p>	<p>Read:</p> <ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing <p>Written:</p> <ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally and in writing (5/6 Writing) • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. (5/6) • write phrases from memory, and adapt these to create new sentences, to express ideas clearly (5/6) <p>Coverage: (Year Four content) T1: Colours, parts of the body, French translation Term 2: zoo animals, Christmas</p>
Music	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing



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	<p>musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music 	<p>musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music 	<p>musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music
PSHEE	Being me in my world Celebrating difference	Being me in my world Celebrating difference	Being me in my world Celebrating difference
RE	How special is the relationship Jews have with God? Discovery RE What is it like (for Christians) to follow God? People of God- Understanding Christianity.	What is the best way for a Hindu to show commitment to God? Discovery RE What would Jesus do? Gospel Understanding Christianity.	Creation and science: conflicting or complimentary? Creation – Understanding Christianity. Was Jesus the Messiah? Incarnation – Understanding Christianity
Science	Electricity- uses and how to wire a simple circuit Light- darkness, reflection, dangers and shadows	Electricity – series circuit Light – appears to travel in straight lines	Y3 and 4 Electricity- uses and how to wire a simple circuit Light- darkness, reflection, dangers and shadows Y5 and 6 Electricity – series circuit Light – appears to travel in straight lines